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ABSTRACT

A Doctor of Arts in Teaching degree is proposed to provide teachers with opportunities to become leaders in the conception, design, and evaluation of "state-of-the-art" curriculum and instruction. Graduates of the proposed program will learn how to address the needs of diverse students through action research; become adept at using research findings to facilitate the design of curricula which incorporate current information and technology and who will engage themselves and their students in reflective inquiry; acquire competence in advanced subject matter as well as in global, multicultural, ethical, and aesthetic issues; and put together a repertoire of effective pedagogical skills. A graduate will be a new type of master teacher; graduates will be curricular change agents who mentor teachers, who collaborate with other educators and leaders to improve schooling, and who become professional problem solvers in teaching and learning. This paper presents a rationale for the degree, results of a feasibility study/needs assessment conducted by Southwest Missouri State University, and policy implications. A program structure is proposed with five strands of inquiry: colloquium seminar, action research, instructional leadership, communities of teacher-researchers, and innovative scholarship. (Contains 17 references.) (JDD)

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Creating a New Paradigm for Career-Long Teacher Evaluation and Professional Development

by

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Paper Presented to the
American Educational Research Association

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Background

Circumstances in schools are changing, necessitating proactive responses from the entire educational community -- especially teachers and the institutions that prepare them. Historically, K-12 teachers have been isolated in their classrooms and given few duties outside the direct instruction of students assigned to them. Too often, when it is time for increased or more varied career responsibilities, only three occupational routes are made available: (a) leaving the field, (b) remaining in the classroom with limited opportunities for advancement as a teacher, and (c) changing the career orientation by entering administration or college/university teaching. While these career paths have long been the norm, they can not be the model for the future if high quality teaching is to be achieved in the 21st century.

Elementary and secondary schools are being asked to accommodate an increasingly diverse student population, and they are expected to incorporate into their curricula new and more complex information, skills, and technology. Because they deal directly with day-to-day classroom situations, it is teachers who are in the best position to assist the growing numbers of students with diverse needs and abilities -- those who are learning disabled, culturally diverse, gifted, or experiencing any number of problems that cause them to fall behind academically, fail, and drop out of school.

Teachers are the best link, so often missing in the past, between K-12 curriculum and up-to-date knowledge and technology; therefore, they must be prepared to head future discussions about what kinds of learning processes are worthwhile and how information should be conveyed. Ironically, no mechanism, structure, or program currently exists to compel teachers to do well what society demands must be done. A fourth career route must be made accessible -- one that empowers teachers to analyze problems, create alternatives, develop solutions, and evaluate effective learning while remaining in the classroom to implement these strategies for the benefit of school children. This fourth career option -- the route of true professionalism -- is the basis for the Doctor of Arts in Teaching degree proposed, here.

Indeed, today, most teachers are adept at presenting extraneously prepared materials by using methods steeped in conventional wisdom, but few are prepared to follow the professional course of action articulated above. Few enter the occupation of teaching with opportunities to pursue life-long career goals while remaining in the classroom. Few become recognized as bona fide teaching professionals, i.e., few have spent the decade or so of study necessary to enter into professional work orientations (Simon, 1992).

The Doctor of Arts in Teaching will provide such opportunities. Graduates of the proposed program will be able to take the lead in the conception, design, and evaluation of "state-of-the-art" curriculum and instruction because they will have (a) learned how to address the needs of diverse students through action research; (b) become adept at using research findings to facilitate the design of curricula which incorporate current information and technology and that will engage themselves and their students in reflective inquiry; (c) acquired competence in advanced subject matter as well as in global, multi-cultural, ethical, and aesthetic issues; and (d) put together a repertoire of effective pedagogical skills.

Graduates of the Doctor of Arts in Teaching will be a new type of master teacher; they will be curricular change agents who mentor pre-service, beginning, and career teachers and who collaborate with their colleagues, school administrators, university researchers, parents, business and community leaders, and others to improve schooling. The program would ready teachers for what ought, and has, to be more expanded instructional roles. These new master teachers would become professional problem-solvers in teaching and learning, members of the larger community of teacher-learners.

Rationale

The literature on preparing teacher educators is replete with indictments against teacher education, noting that too many teachers are ill-prepared, serve little or no apprenticeship and fail to pursue life-long career status as practicing classroom teachers (see e.g., Goodlad, 1984, 1990; Roth, 1992; Schulman, 1986 Sizer, 1985). Mitchell and Hough's (1990) policy framework, however, shows how a comprehensive professional program might be structured to address these (and other) career conundrums.

Roth (1992) points out that change in teacher education must begin with a new mind-set -- one that replaces mediocrity with professionalism. This sentiment is echoed by Liberman 1992) who believes a new community of teacher-leaders must emerge. Replacing mediocrity and building communities of teacher-leaders cannot be achieved in a four-year general education program. Masters' programs, likewise, have not yet proven successful in developing "master" teachers. Only through extensive training, practice, experience, study, and involvement can teachers begin to gain professional status (Simon, 1992).

In their search to discover individuals who may already hold professional status in other fields, states have begun to recruit from outside education per se (Roth, 1992) and have developed creative certificates to enable these individuals to teach. While this approach holds promise in isolated situations, it does little to address the problem of nurturing and/or creating communities of experts from within the teaching occupation.

In as much as teaching involves dealing with and reacting to daily life in classrooms, professional teaching involves expert reflection, problem-solving and decision-making that leads to effective and efficient learning (Goodlad, 1990; Ryan & Cooper, 1988). These abilities may vary given local conditions (Sizer, 1985) where schools are compelled to manage a plethora of social problems in addition to teaching formal content (Goodlad, 1984).

The combination of social problems and teaching-learning exchanges further points out the need for what Lieberman (1992) calls a unique quality of "genuity" accompanying a type of professionalism that communicates thoughts, feelings, and instinct in the teaching field. These affective and cognitive processes can be learned through the types of scholarly activity that promote professionalism.

Teacher in-service has been tried as a means of promoting competency and life-long learning; however, this approach has not yet produced a genuinely professional orientation to teaching and learning (Lind, 1992). Currently, national certification standards is another avenue being explored. Both in-service and national certification could be components of a professional education career plan for experienced classroom teachers.

If a new career teaching image is to be created, a new orientation to teaching and learning must be broached. The paradox is that a terminal degree in teaching will be as much of a beginning as it will be an ending. It would signal the beginning of a community of professional teacher learners and an end to traditional methods of inquiry.

Design

Feasibility Study / Needs Assessment

Beginning in August 1992, the Department of Curriculum and Instruction at Southwest Missouri State University began planning for the conduct of a comprehensive study to determine the feasibility of developing a post-master's degree in teaching. The first component of that study, the needs assessment, is presented, here. The second and third components of that study -- program development and implementation plans are presented in sections III and IV, respectively.

Focus Groups. Fifteen focus group interview sessions were held between January 9, 1993, and March 30, 1993. These consisted of the following: four superintendent groups, two principal groups, and nine teacher groups. The following geographic locations were represented: Independence, March 2; Ava, March 5; Springfield, March 8; Ferguson-Florissant, March 9; Neosho, March 11; Springfield NEA, March 22; Sarcoxie, March 23; Eminance, March 26; Joplin, March 30. Each session consisted of a series of semi-structured questions regarding teacher needs, professional development, and teacher education programs offered by institutions of higher education, specifically those at SMSU. All sessions were tape-recorded and lasted 45 to 90 minutes. In all, 14 superintendents, 13 principals, and 157 teachers responded to a series of questions.

Think Tank. On February 12th and 13th, 1993, a "Think Tank" retreat was convened. Participants included teachers, administrators, parents, business and community leaders, university faculty, government officials (including representatives from the governor's office and state legislature), PTA and school board executives, representatives from the office of the Commissioner of Education and the Coordinating Board for Higher Education in Missouri, and educational leaders and futurists from other regions of the United States.

Think tank activities and sessions were video-taped, recorded, and analyzed by Department of Curriculum and Instruction faculty. Immediate input and reactions were nc d. An open-ended survey "opinionnaire" sealed in an envelope was given to each participant along with instructions not to open and respond to the questions until February 17, 1993.

The purpose of the think tank was to generate ideas leading to the conceptualization of possible solutions to a number of school / learning / teaching problems that are of concern today and that are projected to be exacerbated in the future. Activities completed during this intensive two-day thought process generally lent support to the University's mission, the need to address pressing educational dilemmas, and the belief that an innovative approach to teacher education, teaching and learning must be tried.

Content analyses were applied to complete transcriptions of responses to the think tank opinionnaire and audio-video recordings.

Survey Questionnaire. On April 21, 1993, survey questionnaires were mailed to 1,630 K-12 teachers. This sample was chosen by programming a computer-generating geographically stratified random sample (n = 1,560) from the population of Missouri teachers (approximately 57,000) and two target groups consisting of 30 former Missouri math Teacher of the Year finalists and 40 others from throughout the United States. (Figure 1 shows how the Missouri regions were divided, by county, to obtain the sample.)

[Insert Figure 1 about here.]

Data analyses were performed on 369 returned and usable questionnaires. Descriptive statistics, including analyses of the return rates, were analyzed. These data provide, perhaps, the most direct information regarding teacher needs and conceptualization of possible program components. ANOVA, MANOVA, discriminant analysis and factor analytic techniques were used to examine differences in form, content, and articulation issues associated with program development.

Table 1 depicts the percent of SMSU students from various geographic locations, per fall, 1992 figures. Table 2 shows the number of questionnaires mailed (column 1) and returned (column 2), per the geographic locations in Figure 1 from which the stratified sample was generated. Return rates were monitored both as a function of geographic region / target groups and as a function of the total sample. Table 3 represents survey and return rates as a function of the five geographic locations typically served by the state's regional universities, plus the two target groups. These five geographic locations are presented again in Table 4, along with major metropolitan areas. The type of school settings in which the respondents teach is also shown. Table 5 presents demographics that indicate the grade levels and subject specialty areas taught. Levels of experience, i.e., number of years full time teaching and highest degrees held are listed in Table 6. Teacher needs/program components and levels of commitment to the conceptualized program are shown in Table 7.

[Insert Tables 1 - 7 about here.]

Results

Focus Group Interviews.

Following is a summary highlighting some of the issues noted during several months of intensive dialogue with a educators representing a wide variety of backgrounds and perspectives. It is clear that there is great interest in improving teaching and learning processes and that there is commitment to trying to make changes in the current system.

Human Relations. Teachers will deal more with human relations issues and will need more skills in counseling and in acquiring techniques for getting along with colleagues and functioning as part of a team, working with families, and finding more ways to motivate students. In addition, schools will need to have caring teachers who have tolerance for ethnically diverse groups and teachers who are aware that children are different and will learn differently. Teachers need to be empathetic and committed to the education of all students. Focus group participants agreed that teachers are going to face a more complex set of issues including students and families with drug and alcohol involvement, more special needs students in regular classrooms and the need for increased knowledge and abilities with ever-changing technology. All groups had considerable discussion concerning needs teachers will have as they enter the 21st century as members of the teaching occupation.

Incentives. A second theme voiced was that in order for teachers to enter a post-Masters program and work on these needs of the 21st century and return to teaching, several incentives should be in place. Suggested incentives included an increase in salary, release time to complete the program and geographic convenience to the program.

Innovative Content. Direct university involvement with K-12 schools was noted as the primary need for the implementation of this program. This would include faculty involvement in district classrooms and an opportunity for teachers to apply what they learn, having direct and immediate feedback. Course work should be current, practical, and "hands on" in nature.

Through implementation of this program, teachers need to be able to interact in a collaborative manner not only with university faculty but with fellow teachers so that they may reflect on their practices. A flexible program would benefit teachers. This would include weekend and evening courses convenient to teachers' home communities.

A concern from superintendents about a post-Master's degree program is that some districts may lack resources to provide financial incentives for teachers. Many districts do not have salary increments beyond a Master's degree. Superintendents felt any program must be convenient for their teachers, and teachers cannot lose money for participating. There must be a reward for teachers who participate in and complete the program. Superintendents would like teachers to remain in their current positions while enrolled in a post-Master's degree program, citing two reasons: (1) The classroom is where learning takes place, and (2) districts could utilize the "best

of the best" of their teachers' expertise.

Secondary administrators, likewise, supported the concept of a post-Master's degree in teaching. they felt their teachers would be interested if there were enough flexibility in the program, as stated above. Also, principals would like the opportunity to work cooperatively and collaboratively with master or lead teachers to improve curricula.

Teachers represented the largest number of focus group participants. They, like the administrators, were supportive of the program but felt that incentives for participating teachers are critical. In addition to money, teachers believe that they need time to complete the program through job release or redirection of responsibilities. In short, they seek ways to work "smarter, not harder." Also, undergraduate teacher education program goals and objectives should incorporate many of the issues inherent in graduate programs. A post-Master's degree in teaching should interface with pre-service and other existing Masters programs to the mutual strength of all.

Think Tank.

Common themes contained in the "Think Tank" discussions and opionnaire documents contain the follwing themes:

* Traditional teacher education programs that perpetuate what is and has been taking place in schools should be refashioned to create true teaching professionals. This would necessitate a commitment by both teachers and institutions of higher education to participate in career-long professional development.

* A new paradigm in teaching and learning is needed in order to achieve the above-mentioned goal. This new paradigm should encompass teachers' careers spanning pre-service through retirement.

* A true professional teacher education program "is not for everybody"; therefore, a post-Master's degree must relate to undergraduate training as well as career advancement.

* The University must enter into partnerships with schools, businesses, and community organizations to support a post-Master's degree program.

Survey Questionnaires.

It is important to note that geographic location was the only criteria on which the sample was stratified. Other demographics regarding teacher characteristics such as those presented in tables 4 and 5 were not selected. This was done intentionally to create an estimated "target group" of those individuals potentially interested in pursuing an advanced degree in classroom practices, such as the proposed Doctor of Arts in Teaching. The 369 returned and usable questionnaires representing a 23% response rate would be indicative of that target group. Of these, eighty-six

percent (the grand average) reported a need and general, personal commitment to the program. This represents 20% (86% of 23%) of the state's 57,000 teachers, or a total of 11,400. Clearly a Doctor of Arts in Teaching is not a career path for all, but an overwhelming number of teachers agree that a need for such a program exists, and these teachers are willing to pursue such a degree. A large cohort of potential doctoral degree candidates exists in Missouri.

Over 93 percent of the respondents agree that a new paradigm in professional teacher education is needed, citing collaborative studies and site-based action research as the most beneficial components of a comprehensive teacher education program. Teachers also noted that an information clearing house would be beneficial (95%) and that a mechanism to bring together university faculty, community service organizations, business and industry, pre-service and experienced teachers would be advantageous (89%). In terms of commitment to a new program such as the one articulated in this proposal, over 85% stated they would be willing to study collaboratively their own (and others') classroom practices and remain in the classroom upon completion of the degree. Respondents noted that a salary increment from their school district would be a major labor market recruitment strategy (86%), and that some type of financial assistance would be necessary for them to enroll in the program (81%). Further, respondents with more years' teaching experience found the comprehensive, life-long teacher eduction program to be of greater value than did teachers with fewer years' teaching experience.

Factor analyses applied to the questionnaire data indicated that five factors were found to account for the views these K-12 teachers held regarding the new paradigm in teacher education: (a) a need to meet with university faculty, community service organizations, business and industry, pre-service and other experienced teachers in both informal and formal situations to address a variety of educational issues, (b) a desire to design and carry-out classroom-based action research, (c) a commitment to work with school administration and policy makers to facilitate the implementation of innovative teaching and learning strategies (without becoming an administrator), (d) a view of teaching as a larger community of learning in which teachers should become curriculum and instructional leaders, and (e) dissatisfaction with traditional types of university course work and post-masters degree programs currently perceived to be organized in a "piecemeal" or fragmented fashion and not practice-oriented. These five factors were used to conceptualize the strands of inquiry that make-up the Doctor of Arts in Teaching degree proposed here.

Policy Implications

Currently, no Doctor of Arts in Teaching degree is offered in Missouri. In fact, after a thorough review of the research literature, we have been unable to identify any such program anywhere in the United States or elsewhere. While some colleges and universities are now beginning to implement non-traditional undergraduate teacher preparation programs to meet special student cohort needs, to our knowledge none offer a terminal degree in classroom teaching as a career enhancement. Most practice-oriented programs (Ed.D.'s) are designed for school administration or district-level staff such as curriculum coordinators and facilitators. Providing a doctoral degree specifically for practicing classroom teachers is, indeed, an innovation in professional teacher education.

The proposed program is also distinctive in that it does not follow the general objectives of other education programs in Missouri or any other state. There are no other institutions with similar programs from which logical comparisons to the Doctor of Arts in Teaching degree as presented in this proposal can be made.

Southwest Missouri State University's Department of Curriculum and Instruction has established and maintained a record for providing quality undergraduate and masters programs in teacher education. Even so, the proposed degree would enhance these other programs by establishing a new standard to professionalize the occupation of teaching. Undergraduate and graduate programs would be complemented through their interface and articulation with the doctoral program. Doctoral students would be role models, mentors and colleagues who work collaboratively with pre-service and career teachers to examine effective classroom practices.

The proposed program would also complement other campus programs. The Greenwood Laboratory School would be directly involved as a training site and demonstration center. Linkages among current masters of education program content area specialists from the Departments English, Mathematics, Science, History, Foreign Languages, Health, Art, Theater, Agriculture, Industrial Technology / Arts, Guidance and Counselling, Psychology, Sociology, Home Economics, and others will be strengthened as these faculties work together to development integrated curricula to be implemented by an interdisciplinary team. Therefore, virtually every department on the SMSU campus would work in some capacity with Department of Curriculum and Instruction faculty to operationalize the doctoral program.

As our need assessment indicates, a significant number of experienced classroom teachers (perhaps as many as 11,000 statewide) believe the proposed program is needed and, given the opportunity, would make a commitment to pursue such a degree, in large part, because it offers a different, innovative career path than is currently available. The distinctive features of the proposed Doctor of Arts in Teaching which demonstrate key differences from traditional terminal degree programs are explained in the following section.

Proposed Program Structure

Five Strands of Inquiry

The Doctor of Arts in Teaching offered by the Department of Curriculum and Instruction at Southwest Missouri State University is designed to produce master teachers who, in collaboration with other teacher-researchers, take the lead in both the development and implementation of innovative curricula and teaching strategies. Therefore, the program's core components are quite different from those that characterize more traditional doctoral programs. The components consist of five strands of inquiry and have been categorized under the following headings: (1) Colloquium Seminar, (2) Action Research, (3) Instructional Leadership, (4) Communities of Teacher-researchers, and (5) Innovative Scholarship. Each, respectively, is designed to

* provide teachers with a forum where they can work together to generate and disseminate knowledge,

* train teachers to conduct useful, practical research to solve specific site- and classroom-based problems,

* prepare teachers to assume the role of leaders in the development of curriculum and instruction,

* create a network of professional teacher-learners who are able to share ideas with colleagues at all levels -- pre-service through retirement,

* develop an understanding of the complex interactions between teaching and learning by experiential methods.

1. Colloquium Seminar. While the five program components listed above are interconnected, they are also joined at the center by the Colloquium Seminar, the doctoral program's most distinctive feature. It is within the Colloquium Seminar that students will use the knowledge and skills they acquire to construct innovative teaching strategies.

Progressing through their strands of inquiry, students will be enrolled continually in the Colloquium Seminar. Here, new and advanced students, faculty members, graduates, and consultants will work together to address a variety of problems-oriented topics of inquiry which guide each participant's program and the content of the seminar strand. Formal and informal presentations will be made by participants to this community of teacher-researcher problem-solvers. Other facets of the Colloquium Seminar may include the establishment of a clearing house, a professional journal, and a network consisting of both individual and institutional members.

2. Action Research. All doctoral candidates will conduct an action research project. Action research distinguishes itself from the research designs that are typically approved in doctoral programs in that its objective is not simply to produce knowledge, but to use data as the basis for making substantive changes in curriculum and instructional practices. Students will be asked to translate theory into practice and will not end their studies until whatever problems they are examining are solved.

Unlike traditional programs, this strand of inquiry requires students to identify a topic of study (a problem to solve, if you will), during the initial stages of the program. This topic or problem will then guide the student's program, culminating in an approved dissertation consisting of the evaluation of a learning mechanism (curriculum or instruction) that the student has implemented.

3. Instructional Leadership. Degree candidates would return to K - 12 teaching recognized as leaders in the development of innovative teaching strategies. They will serve as classroom consultants, although their consulting roles will differ markedly from those typically assumed by teachers. Rather than help teachers fit into what can be called "traditional craft culture" of a school, program graduates will assist colleagues who wish to conduct action research or to develop innovative teaching strategies that alter tradition in ways that better address the needs of students and society.

Recipients of the degree will also disseminate the knowledge they have gathered or generated. In addition to acting as consultants, they will submit manuscripts to scholarly journals and present papers at conferences. Through the Colloquium Seminar's clearing house, it would be possible for students to review and publish the results of studies conducted by graduates and other teacher-researchers. Such publications could be made available to local school administrators and teachers through that stand's network.

4. Communities of Teacher-Researchers. Participants would become members of a community of teacher-researchers. They would have on-going working relationships with SMSU faculty, fellow graduate students, K - 12 teachers, and other people who have vested interests in the formal schooling of children. These relationships will be forged, and the maintained, within the Colloquium Seminar, the clearing house, university courses, action research projects, and programs where k - 12 schools, the university, and the community are linked together. It is in this strand that teachers will learn how to interact with business and community organizations to benefit education.

As leaders in the development of curriculum and instructional practices, students will be given opportunities to help other teachers (pre-service through retirement) solve local, site, and/or individual pedagogical problems. School districts interested in education reform will work with SMSU to create these kinds of opportunities to improve classroom practices.

5. Innovative Scholarship. Students pursuing the Doctorate in Classroom Practices will experience their course work as a journey taking them from raw ideas about how to improve teaching strategies, and then on to instructional leadership roles in K-12 schools. From the first semester of their graduate studies to the final hours of their dissertation defense, students will travel a path that not only follows the outlines of their own research agendas, but one that also prepares them for meeting many of the other challenges that confront educators.

The Dissertation. Breaking with tradition, students admitted into the doctoral program will choose their dissertation topic at the beginning of their course work rather than at the end. The topics they select will guide students' course selection as well as their methods of inquiry.

Course Work. Doctoral students will demonstrate mastery of skills in each of the five strands of inquiry. A total of 90 hours will be accumulated en route to the completion of these strands and will be delineated as follows: Colloquium Seminar = 30 hours, Action Research = 12 hours, Instructional Leadership = 12 hours, Communities of Teacher-Researchers = 6 hours, Innovative Scholarship = 30 hours. **All candidates will have completed a master's degree in a**

major content area of emphasis or in education. This requirement can be met en route to completion of the Doctor of Arts in Teaching degree or independently prior to admission to the program.

Mastery of each of the five strands of inquiry (exemplified by successful completion of the 90-hour "course" requirement) may be achieved and evaluated by meeting practical, "hands-on" performance-based criteria and/or in more traditional forms. The student's portfolio will reflect the various levels of completion of each strand and document how each competency is met, culminating in the successfully completion of the dissertation. While these methods of problems-based inquiry are innovative in structure, they are basic to effective teaching and learning.

Assessment of Student Performance -- The Portfolio. Portfolios that invite reflection and enable students and their instructors to monitor intellectual growth will be an important aspect of the doctoral program. As part of he application process, prospective students will be required to submit examples of their work. Once admitted to the program, students will continue to add to their portfolios.

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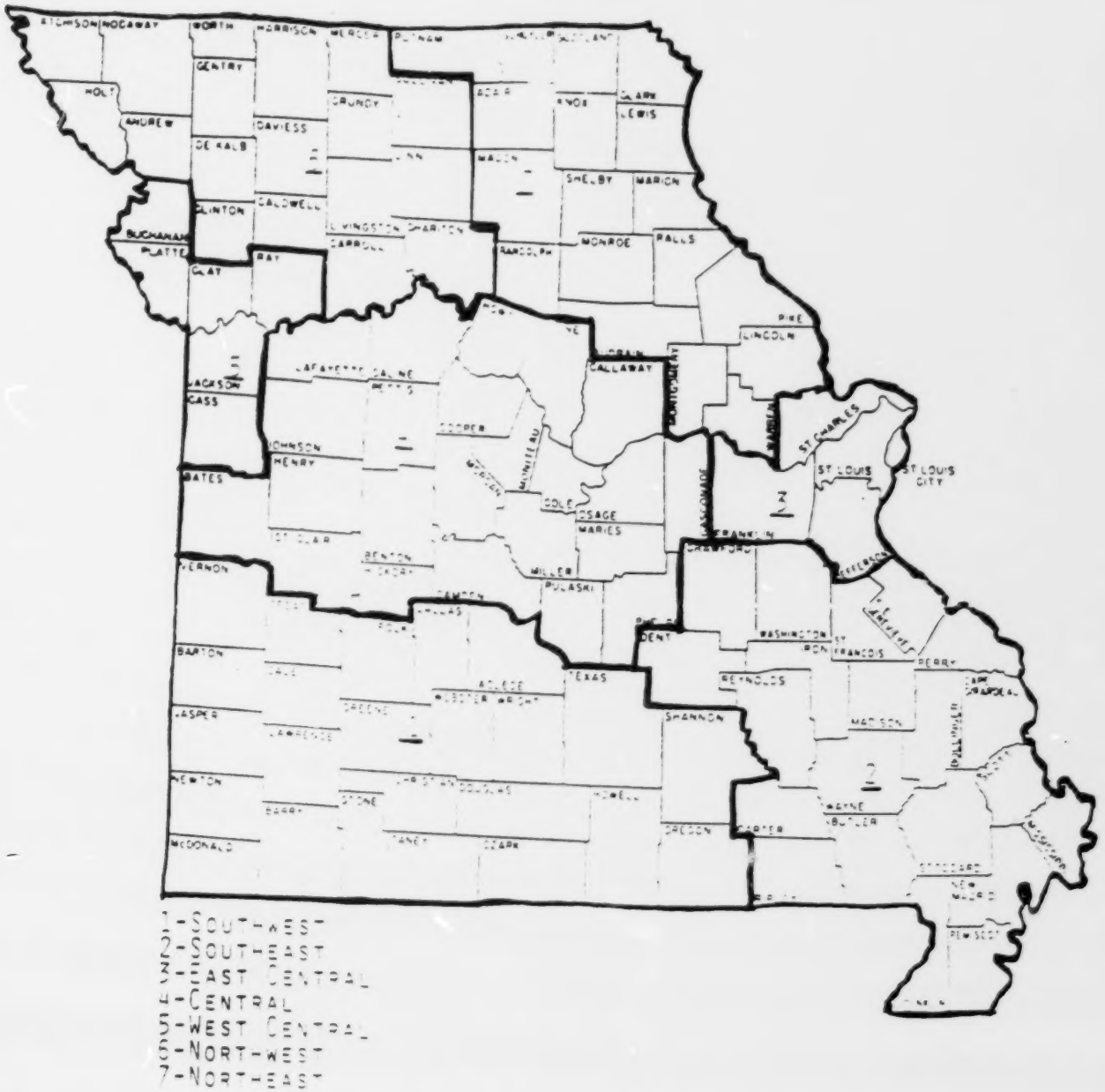

Figure 1. Missouri Geographic Regions (by County) Used for Sample Selection.

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Table 1. SMSU Student Population by Geographic Region for the Fall 1992. (N = 19,002)

Geographic Location	Percent	Cumulative Percent
Springfield	27.6%	27.6%
Southwest MO	23.2%	50.8%
Northwest, Northeast, Southeast, & Central	18.9%	69.7%
St. Louis	17.2%	86.9%
Kansas City	5.7%	92.6%
U.S. (not MO)	6.1%	98.7%
Foreign Countries	1.3%	100.0%

Table 2. Teacher Sample and Questionnaire Return Rates per Survey & Sample (7 Missouri Regions, 2 Target Groups)

Missouri Regions and Groups	Number of Teachers Surveyed by	Number of Questionnaires Returned (Sample)	Return Rate/ Percent Region[a]	Percent of Sample[b]	Targeted
East Central (St. Louis)	431	35	8%	9%	
Southwest	323	77	24%	23%	
West Central (Kansas City)	282	45	16%	14%	
Central	214	38	18%	10%	
Southeast	156	32	21%	9%	
Northeast	79	49	62%	15%	
Northwest	75	28	37%	8%	
Missouri Teachers of the Year	40	33	83%	9%	
United States Teachers of the Year	30	25	83%	7%	
No Data	-	7	-	2%	
Totals	1,630	369	23%	100%	

Note. [a]Column 2 divided by column 1. [b]Column 2 divided by total sample (n = 369).

Table 3. Teacher Sample and Questionnaire Return Rates per Survey and Sample (5 Missouri Regions, 2 Teacher Groups)

Missouri Regions and Targeted Groups	Number and (Percent)[a] of Teachers Surveyed	Number and (Percent)[b] of Questionnaires Returned	Return Rate as Percent of Survey[c]
Northeast	510 (31%)	93 (25%)	18%
Northwest	357 (22%)	81 (22%)	23%
Southwest	323 (20%)	85 (23%)	26%
Central	214 (13%)	44 (12%)	21%
Southeast	156 (10%)	34 (9%)	22%
Missouri Teachers of the Year	40 (2%)	[33[d]]	83%
U.S. Teachers of the Year	30 (2%)	25 (7%)	83%
No Data	-	7 (2%)	-
Total	1,630 (100%)	369 (100%)	23%

Note. [a]Number divided by 1,630. [b]Number divided by 369. [c]Column 2 divided by column 1. [d]Already included in 5 Missouri regions above.

Table 4. Teacher Respondents by Geographic Location and School Setting

(N=369)

Geographic Location	Number (%)	School Setting	Number (%)
Springfield	21 (6%)	Urban	44 (12%)
Kansas City	50 (14%)	Rural	182 (49%)
St. Louis	39 (10%)	Suburban	95 (26%)
Southwest	64 (17%)	Inner-City	39 (11%)
Northwest	31 (8%)	No Data	9 (2%)
Northeast	54 (15%)		
Southeast	34 (10%)		
Central	44 (13%)		
U.S. (not Mo.)	25 (7%)		
No Data	7 (2%)		
Total	369 (100%)	Total	369 (100%)

Table 5. Teacher Respondents by Grade Levels Taught and Subject Specialties.

(N = 369)

Grades Levels Taught	Number (Percent)	Subject Specialty	Number (Percent)
K - 3	111 (30%)	Ele. Generalist	89 (22%)
4 -8	93 (25%)	Math	55 (15%)
9-12	111 (30%)	Science	31 (8%)
K-12	8 (2%)	History	12 (3%)
Ele. Spec. Ed.	27 (6%)	Language Arts	67 (17%)
Sec. Spec. Ed.	15 (4%)	Multiple	26 (7%)
Other	9 (3%)	Gifted (Ele.)	7 (2%)
		Fine Arts	59 (16%)
		Other	37 (10%)
Total	369 (100%)	Total	369(100%)

Table 6. Teacher Respondents by Experience

(N=369)

Number Years Full Time Teaching	Number (Percent)	Highest Degree Held	Number (Percent)
3 or fewer	25 (7%)	B.S.Ed.	140 (38%)
4 to 10	168 (45%)	B.A.	39 (11%)
11 to 17	133 (36%)	M.S.Ed.	110 (30%)
18 or More	37 (9%)	M.A.	61 (17%)
No Data	11 (3%)	Specialist	1 (0%)
		Other	4 (1%)
		M.S.Ed. Admin.	4 (1%)
		No Data	10 (2%)
Total	369 (100%)	Total	369 (100%)

Table 7. Level of Teacher Need and Demand for Proposed Program. (N=369)

Teacher Needs/ Program Components	Percent in Agreement	Mean	Standard Deviation	Standard Error
Collaborative Studies of Effective Teaching	96%	1.39	.58	.03
Community of Teacher Researchers	96%	1.65	.64	.03
Clearing House	95%	1.63	.58	.03
Need for Post-Master Program	93%	1.57	.64	.04
Conduct Action Research	91%	1.54	.80	.04
Participate in Colloquium Seminars	89%	1.67	.68	.04
Needs/Components Average	*95%*	*1.57*	*.65*	*.04*
Personal/School Commitment				
Salary Increment	86%	1.48	.80	.05
Study Own Classroom Practices	86%	1.52	.80	.04
Remain Classroom Teacher	85%	1.57	.81	.04
Instructional Leadership	82%	1.66	.84	.05
Financial Assistance	81%	1.51	.84	.05
Study Others' Classrooms	71%	1.79	.93	.05
Commitment Average	*78%*	*1.58*	*.83*	*.05*
Grand Average	**86%**	**1.57**	**.74**	**.04**

[Note. Scale: 1 = Strongly Agree to 4 = Strongly Disagree.]